



# Positive Behaviour Policy

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## INTRODUCTION

In line with our whole school vision, the key principles underlining our positive behaviour policy help all of our children 'Grow Together, Shine Forever'. Our policy promotes high standards of behaviour to help ensure that all children are ready to be the leaders of our future and compassionate and caring members of the community. Behaviour expectations are underpinned by our PROUD principles and work alongside our Christian ethos based on the parable of the Good Samaritan. All children will understand that it is important to help others no matter who they are, show acceptance, be culturally aware and not always expecting something in return. Our expectations of behaviour also foster our vision of spreading goodness and having courageous advocacy, where everyone is encouraged to always 'Let their light shine'. (Matthew 5:16)

***This version of the positive behaviour policy has been developed through a working party committee of school staff. The changes to the policy have been shared with members of staff throughout the school and with pupil voice groups from each year group.***

### ***Key Principles for Behaviour at High Ash School:***

- Every individual should feel and be safe at school.
- Everyone should understand the school's PROUD principles and our high expectations for behaviour.
- All children are praised and recognised for demonstrating positive behaviours.
- Bullying and violence will not be tolerated.
- Children will be expected to always show respect and to share empathy for others, living our vision of 'letting their light shine' and being a Good Samaritan.
- Adults will always model the highest standards of behaviour.

The governing body accepts these principles and seeks to create an environment in the school that encourages and reinforces high standards of behaviour through positive reinforcement and praise.

### ***Aims***

- To create an engaging learning environment which encourages and reinforces excellent behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To be respectful to all and to challenge inequality
- To ensure that the school's expectations and strategies are widely known and understood by all staff.
- To encourage a strong home-school relationship in the implementation of this policy.

## **STANDARDS OF BEHAVIOUR**

At High Ash, our expected standards of behaviour are outlined through the school's PROUD principles. These are:

- P-** Polite
- R-** Respectful
- O-** Ownership of our choices
- U-** Understand the feelings of others
- D-** Determined to improve.

Our behaviour expectations are underpinned by our Christian vision of 'letting your light shine'. The children follow the lessons from the parable of the 'Good Samaritan' where children challenge inequality and stereotypes.

We also have a set of agreed expectations 'Remember at High Ash we...' which are attached as an appendix to this behaviour policy. They are there to ensure that children are ready to learn, are respectful to others and to keep everyone safe.

These principles are the 'mirror' that we look at ourselves through and are consistent with and re-affirmed within the school's policies on:

- Personal Health and Social Educations (PHSE) and Relationships and Sex Educations (RSE)
- Equal Opportunities and racial Equality Policy
- Religious Education
- Pastoral Care
- Teaching and learning
- Equality and cohesion
- SEND Policy

## **SCHOOL ETHOS**

At High Ash School, all adults are responsible for consistently demonstrating and modelling high standards of behaviour, both in their interactions with the children and with each other.

As adults we aim to:

- Create a positive environment for learning with clear behaviour expectations;
- Emphasise the importance of being valued as an individual within a group;
- Model and promote, through example, honesty and courtesy;
- Provide a caring and engaging learning environment;
- Encourage relationships based on kindness, respect and an understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability or disability in line with the Equality Act 2010;
- Show appreciation of the efforts and contribution of all.

## ROLES AND RESPONSIBILITIES

To ensure that behaviour is always of the highest standards, all school staff, families, governors and children have an important part to play. Effective behaviour management in schools requires the cooperation and collaboration of all parties involved around the child.

Role	Responsibility
All staff will:	<ul style="list-style-type: none"> <li>● Expect the highest standards of behaviour and good manners from children.</li> <li>● Teach and model to children how to be safe, be respectful and be responsible in the same way that a good parent would do so.</li> <li>● Work to be an expert in classroom management.</li> <li>● Rehearse strategies for dealing with low level disruption so that we become skilled in de-escalating conflict.</li> <li>● Speak to children respectfully, calmly and always be prepared to listen.</li> <li>● Praise, reward and celebrate children consistently for their achievements.</li> <li>● Challenge misbehaviour from children consistently and apply the stepped sanction framework at all times.</li> <li>● Engage with children to restore relationships wherever needed.</li> <li>● Avoid stereotyped or preconceived judgements about children.</li> <li>● Celebrate cultural diversity within our community.</li> <li>● Communicate regularly with families and update them on areas of celebration and concern.</li> </ul>
All class teachers will:	<ul style="list-style-type: none"> <li>● Work to create a sense of belonging with their class group and the whole school community.</li> <li>● Promote our school's positive Christian ethos – encouraging all children to 'Let Their Light Shine'</li> <li>● Reward positively and take consistent action to address misbehaviour in line with the school's stepped sanction framework.</li> <li>● Monitor and support children's wellbeing and behaviour.</li> <li>● Communicate regularly with families of all children.</li> <li>● Communicate with other members of staff and others as appropriate.</li> <li>● Meet and provide feedback to families.</li> </ul>
All members of SLT will:	<ul style="list-style-type: none"> <li>● Lead on the personal development provision throughout the school and ensure it links with the needs of children.</li> <li>● Ensure a highly effective, age-appropriate personal development curriculum is in place to support personal growth, safety, responsibility and respect.</li> </ul>
All phase leaders will:	<ul style="list-style-type: none"> <li>● Ensure highly effective pedagogy and practice is taking place in their phase.</li> <li>● Work with teachers to ensure that lessons are well adapted and scaffolded to meet the specific needs of individual children.</li> <li>● Oversee curriculum coherence and strong common practice in delivery.</li> <li>● Ensure gaps in learning are identified and addressed.</li> <li>● Ensure a strong promotion of reading and appropriate reading interventions are put in place.</li> <li>● Work with the SENDCO to develop, train and support staff when teaching children with additional needs.</li> </ul>

The SENDCO will:	<ul style="list-style-type: none"> <li>● Coordinate support for all children in accordance with the SEND code of practice.</li> <li>● Share relevant information with staff and regularly ask for feedback.</li> <li>● Support teachers in making reasonable adjustments at each stage of the behaviour process for children with SEND.</li> <li>● Liaise with relevant agencies and feedback on outcomes.</li> </ul>
The head teacher will:	<ul style="list-style-type: none"> <li>● Identify and provide regular training on behaviour and de-escalation, and wellbeing for staff and children.</li> <li>● Track patterns and trends in behaviour and ensure prompt action is taken to address behaviours.</li> <li>● Ensure relevant support and pathways for sanctions are in place to address behaviour and underlying issues.</li> <li>● Ensure this policy is implemented according to the key principles of this policy and the needs of the child.</li> <li>● Show intelligent discretion in the implementation of sanctions.</li> <li>● Secure staff, pupil and family engagement in the culture and behaviour ethos of the school.</li> <li>● Ensure the school is a place where all staff and children feel that they belong to.</li> <li>● Secure a safe, responsible and respectable environment for all.</li> </ul>
All children will:	<ul style="list-style-type: none"> <li>● Behave safely, responsibly and respectfully showing consideration for themselves and others, both inside and outside of school.</li> <li>● Follow the school's PROUD principles and understand why they are important.</li> <li>● Work positively with all adults and each other.</li> <li>● Have pride in yourself, your work and your school.</li> <li>● Wear their school uniform and wear this properly at all times.</li> </ul>
All families will:	<ul style="list-style-type: none"> <li>● Work with the school to encourage safety, responsibility, respect and good behaviour from their children.</li> <li>● Inform the school of any information which may affect their child's ability to thrive and behave appropriately.</li> <li>● Support the school's policy on rewards and sanctions.</li> <li>● Attend meetings with staff to discuss their child.</li> <li>● Acknowledge that their child may make mistakes and trust that the school, like them, wants the best for their child.</li> <li>● Engage in support mechanisms to help their child develop their behaviour.</li> <li>● Ensure that their child arrives at school wearing the correct uniform and wearing it properly.</li> <li>● Ensure that their child is wearing their PE kit on the correct days.</li> <li>● Regularly check their child's school diary.</li> <li>● Ensure their communication with the school and its staff models the polite, respectful approach we promote in school for their children.</li> </ul>
The school's governing body will:	<ul style="list-style-type: none"> <li>● Monitor and review the effectiveness of this policy.</li> <li>● Promote the good discipline approaches of the school in the community.</li> <li>● Provide appropriate challenge to support the school in effectively applying this policy.</li> </ul>

## THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning environments contribute to high standards of behaviour. Thorough planning for the needs of individual pupils and promoting the active involvement of pupils in their own learning, with structured feedback, all to help to reduce negative classroom behaviours.

All lessons should have clear learning objectives which are understood by the children and adapted to meet the academic, social and physical needs of the child. Marking, feedback and record keeping can be used to provide feedback to the children on their progress and achievements. In line with our SEND policy, children with SEND have the curriculum adapted to meet their needs as well as supporting positive behaviour.

## CLASSROOM MANAGEMENT

Classroom management and teaching methods have a significant influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative and furniture should be arranged to encourage children to remain on-task. Materials and resources should be easy to access, reducing uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a warm and welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage high standards of behaviour as well as excellent work.

We are operating a 'no hands up' approach to learning for all children. This is implemented to reduce children's anxiety and to ensure that all children are actively engaged in all tasks. Staff will use a consistent set of non-verbal cues which link in with our RWI curriculum.

### Stop Signal

Staff will raise their hand in the air and not say anything. All children are then expected to raise their hand, stop their conversations and show they are listening by looking at the adult.



### Talk To Your Partner

Whenever a question is asked in class, all children will be given the opportunity to talk to their partner. The talk to your partner signal, cited by RWI, will be shown to the children to give them time to discuss their answers. Afterwards, the class teacher will choose children to contribute their thoughts or a 'word wave' will be used for short answer questions, for example, in maths.

### 1, 2, 3 Transitions

Whenever there is a transition in class, whether that is to the tables from the whole class input or to get ready to line up for reflection, staff will use 1, 2, 3. This is demonstrated by holding up the corresponding number of fingers and no verbal instructions are given.

- 1 – Stand Up.
- 2 – Move to the line / move to stand behind your chair
- 3 – Sit down on your chair.



In modelling the high expectations expected, teachers will:

- Greet their class and follow the entry routine.
- Have an expertly planned lesson with the necessary resources available for all.
- Plan a lesson which captures interest and explains relevance.
- Ensure children have clarity of intended learning.
- Use positive language to frame the expected conduct rather than highlighting the negative behaviours so that children can learn what good behaviour looks like.
- Use a range of well-rehearsed de-escalation and classroom management strategies to maintain a highly purposeful learning environment.
- Ensure children are made aware of how they will be assessed both formatively and summatively.
- Manage the space, monitoring all children's work and behaviour continuously.
- Be mobile, rarely sitting at their desk.
- Give feedback regularly and constructively.
- Maintain a tidy, organised and productive classroom.
- Remember your individual actions affect the power of our collective action.

### **Partnership with Parents**

Parents and carers have a vital role in promoting high standards of behaviour. An active partnership between home and school offers great benefits. Close home / school liaison is crucial. Opportunities are made by school for parents and teachers to share any concerns about children's behaviour or social issues, which might occur. This takes place through informal chats after school, phone calls, written notes/emails etc. This contact is an integral part of school life. It is the expectation of the school that parents will also act as excellent role models at all times when on the school premises and support our PROUD principles.

### **Whole School based Reward and Sanctions system**

#### **Rewards**

At High Ash School, we aim to promote positive behaviour and achievement. We believe that rewards have a motivational role, helping children to see that high standards of behaviour is valued and important to keeping them safe, secure, able to learn and respectful.

It is also key that our positive reward system is applied fairly and consistently and we monitor this as a senior leadership team.

#### **How whole school rewards works in practice at High Ash CE School**

##### ***What happens if a child makes the right choices?***

#### **Merit System - these are not comparable between children, they are awarded on an individual basis**

- Children will be rewarded for going 'above and beyond' in demonstrating the school's PROUD principles through achieving merits.

- Merits will be recorded in the children's school diaries so parents and carers can see their child's progress.
- As a school, we have developed our 'Learning Pyramids for Behaviour' which outline the expectations for children in demonstrating the PROUD principles across the school. The children should build upon their skills in each area, as they learn and grow, and they gives school staff and pupils a consistent benchmark for when a merit should be awarded. (See appendix)
- As children collect merits, they will work towards earning a series of pin badges. These will be awarded by the Headteacher as soon as the child has achieved them.

Bronze - 20 merits

Silver – 40 merits

Gold - 60 merits

Platinum -80 merits

### **House Points**

- Each child will be allocated to one of five houses: Glennie, Henry, Turing, Adams and Lewis. They will stay in this house for the duration of their time at High Ash School and siblings will be placed in the same houses. The purpose of children being in houses is to foster a sense of belonging and teamwork.
- Children can earn house points in class for positive behaviours, such as: being ready to learn straight away, listening well and keeping a tidy workspace. These will be recorded in classes against their corresponding house in the form of a tally chart. The child earning the house point will not be recognised individually, but their contribution to the whole team effort will be noted.
- Each week, Year 6 ambassadors will collect the house point totals from across the school and these will be announced in the weekly star assembly. The winning house will have the house cup for the following week which will be decorated in their corresponding house colours.
- The school houses will also be used for sports day and other inter-house events throughout the year.
- At the end of the academic year, the house with the largest total of points will receive an appropriate reward for them to celebrate with.

Examples of reasons for allocating house points include:

- Maintaining a tidy workspace.
- Being the first child ready to listen to the class input.
- Making an interesting contribution to a class discussion.
- Taking pride in the presentation of their class work or making improvements towards this.
- Completing a job or errand to support a member of staff.
- Producing an excellent piece of work or making improvements in a particular skill.
- Collaborating effectively in a team.
- Being the first to focus on work or an activity.
- Reading regularly at home.
- Representing the school well on trips and visits.
- Showing active listening in class.
- Completing homework to a high standard.

### **Other Whole School Rewards**

- There is an annual whole school behaviour treat (e.g. Ice Cream Van) to recognise good choices.

- Each fortnight we have a Star Assembly where the PROUD principles are recognised and we also have Good Samaritan Awards to reward kindness and compassion.
- An Eco-Award is given out half termly, during Star Assembly, to recognise the class who has been supporting our sustainability and climate action plan
- At the end of each half term, a special treat will be given to children who have shown the PROUD principles throughout that term. This will be facilitated by the class teacher.

### **Sanctions**

The overriding ethos of our behaviour policy is to reward positive behaviours in line with our school vision and values and the whole school reward system provides many opportunities for reward and praise as detailed above.

However, we recognise that children need clear boundaries and that we need to ensure the children are taught to understand responsibility and accountability. To do this effectively, there needs to be consequences for negative behaviours.

Our first aim in dealing with challenging behaviours is always to de-escalate and provide positive behaviour reminders.

### **What if my child makes a wrong choice?**

Should a child make a wrong choice, all school staff will follow a stepped sanction framework which will be on display in all classrooms across the school. At each sanction stage, the staff will have a script to follow to ensure that all behaviours across the school are approached consistently.

We have a different set of stepped sanctions depending on if the behaviour choice happens during a lesson in the classroom or whether it happens during unstructured morning break or lunch time.

If children receive a step 3 sanction and are put in the consequence book then a note will be written in the child's diary by the class teacher or LSA.

## **Classroom Stepped Sanctions**

### **Step 1 – Positive Reminder Given to Child**

- A reminder will be given to the child to remind them of the positive behaviour that the member of staff would like to see.
- **Script:** "1 – I need you to (desired behaviour). Thank you"
- The adult will then walk away from the child and give them 5 minute uptake to demonstrate the positive behaviour. If the child demonstrates the positive behaviour, staff will praise the child for this. If the undesired behaviour continues, the adult will move onto Step 2.

### **Step 2 – Warning Given to the Child**

- The child will be given a verbal warning and the adult will explain the desired behaviour which they would like to see.
- **Script:** "2 – This is your warning. I need you to (desired behaviour). Thank you"
- The adult will then walk away from the child and give them 5 minute uptake to demonstrate the positive behaviour. If the child demonstrates the positive behaviour, staff will praise the child for this. If the undesired behaviour continues, the adult will move onto Step 3.

### **Step 3 – Time Out**

- The child will be required to take their work to complete in another classroom for five minutes

within the child's year group. The purpose of this is to give the child a change of environment to support them in regulating their behaviour so they are ready to learn in their class again. Once the child arrives at this stage, they will lose 5 minutes of the next break time or lunch time (whichever is sooner) to have a restorative conversation with the adult that placed them in time out. When a child goes to the alternative classroom, other members of staff are to not enter in dialogue with the child and it is the responsibility of the adult who put them in time out to ensure a conversation takes place. Details of how to conduct an effect restorative conversation can be found in the appendix.

- **Script:** "3 – I need you to take 5 minutes of time out in \_\_\_\_\_ class because you have \_\_\_\_\_. Thank you"
- If the undesired behaviour continues, the adult will move onto Step 4.

#### **Step 4 – Sent to Phase Leader for a Restorative Discussion**

- If the undesired behaviour persists, the child will be sent to the phase leader for a restorative discussion. If the child is in a phase leader's class, the child will be sent to a phase leader from an alternative area. The phase leader will call the child's parents to make them aware of this behaviour at this stage.
- If the undesired behaviour continues, the adult will move onto Step 5.

#### **Step 5 – Sent to SLT for a Restorative Discussion**

- If the undesired behaviour persists, the child will be sent to a member of SLT for a restorative discussion. SLT will communicate with the child's parents if the phase leader has not already done this during the same day.

#### **Step 6 – Internal Exclusion**

- If the undesired behaviour continues, the child will be excluded internally. The Head Teacher will decide the duration of this and the child will work with an adult, away from their normal classroom. The child will not have interactions with their peer group during this time. Parents will be contacted on the same day to make them aware.

#### **Physical or Racist Incident / Inappropriate Language Use**

When inappropriate language is used or there has been a physical or racist incident, children will automatically go to Step 4 on the stepped sanction framework. They will be spoken to by either the phase leader or a member of the SLT as soon after the incident as possible. Parents will be contacted on the same day and a white form will be completed in order to record what happened.

The white forms in school are monitored weekly by the Head Teacher and when a child has been recorded 3 or more times, they will contact the parents to have a further conversation about how we can support their child even further. Repeated low level disruptive behaviour could result in internal exclusion for a short period of time, such as a missed playtime or completing work in another classroom.

Where a child is deliberately hurt, yet it is not a serious incident (if serious, this would then move to a review under our Exclusions Policy as mentioned below), this will be investigated and if proven, then the child will lose 5 minutes from their next break time and a white form will be completed as outlined above.

If they deliberately hurt a child again, yet it is not a serious incident, then they will lose 10 minutes of time from the next break time and the child will be seen by the Head Teacher with a phone call home. Another white form will be completed as outlined above.

## **Recording and Reporting**

### **White Incident Forms**

To ensure fairness and to allow for the child's voice to be heard any incident that is physical or serious will have a white form completed. An example of this is attached in the appendix. These are then kept in the Behaviour File and analysed regularly to support identification of need, staff training or to address any commonly occurring behaviour issues or where early intervention may be needed.

These forms also ensure the pupil understands the incident and that there is an opportunity for restorative actions.

Our reporting procedures allow us to identify if there are any safeguarding concerns which could be affecting behaviours and/or if SEND is a factor in behaviours that need to be addressed (e.g Social/Emotional or Mental Health needs).

For children with Behaviour Plans and with challenging behaviours we also complete daily tracking sheets to spot patterns and trends in behaviours and risk assessments where needed.

### **Consequence Book**

Whenever a child reaches Step 3 of the stepped sanction framework, their name will be added to their class consequence book, with a brief description of what happened. On a Friday lunch time, any child who is in the consequence book for that week will visit the Head teacher who will have a positive restorative conversation with the child. This will be to either praise the child for the improvements they have made since an incident earlier in the week or to help the child develop strategies to prevent another similar incident happening again. If a child appears in the consequence book in three consecutive weeks, the deputy head will contact the child's parents to see what further support needs to be put in place.

### **Lunch Time Behaviour**

Lunchtime is an influential and important time in a child's school day. It is a time when they are free to form friendships, to structure their own play and exert self-discipline and responsibility towards others away from the structured environment of the classroom.

At High Ash School, lunchtime supervisors are aware of the school's behaviour policy and time is given during regular discussions to monitor and evaluate practice and plan initiatives. This enables them to manage the children in school in a manner consistent with this policy. Lunchtime supervisors are encouraged to respond positively to examples of good behaviour and reward appropriate responses. The supervisors are expected to liaise closely with Senior Leadership Team and class teachers and report both good and inappropriate behaviour.

### ***Behaviour at WRAP (after school wrap around care provision)***

Positive behaviour management is also our approach to WRAP and the key principles of our behaviour policy apply there too. If there was a serious incident, then a member of SLT is informed and the behaviour policy followed as outlined in this document. A member of SLT will be 'on duty' each day either on site or contactable via telephone until 6pm. Further details of this are in our WRAP Terms and conditions which are agreed by parents when they take up a place.

### **Early Intervention**

Early and effective intervention has an important part to play in developing appropriate behaviour. Our school is committed to modifying a pupil's inappropriate behaviour as soon as it starts to cause concern, regardless of the age of the child. Parents will be fully informed and involved at all stages of the intervention, thus enabling home and school to work together to bring about behavioural change.

## **Equal Opportunities**

The School's Code of Conduct, alongside its curriculum, promotes equal and fair treatment of all irrespective of gender, ethnicity, culture, belief or ability. Behavioural expectations are the same for all children, as are the rewards and consequences used to promote positive behaviour. It is recognised that some children may require additional support, especially if they have SEND needs that impact on their behaviours. Please refer to our separate section on Behaviour and SEN at the end of this policy,

## **Bullying**

Whilst there is no legal definition of bullying, At High Ash School we define bullying as outlined by the DFE in the following way:

Behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- peer on peer abuse

The school adopts a preventative approach to bullying. It recognises the need to work as a whole school community to stop bullying occurring. The school communicates a strong anti-bullying message to children through the school ethos. Our separate Anti Bullying Policy should be read in conjunction with the behaviour policy.

## **Children who may require additional support**

For some children with specific additional needs, the school wide approach to behaviour management may not work well. If this additional need is identified, a tailored approach will be implemented to address the child's behaviour which will still complement the school's behaviour policy without lowering our expectations of any pupil's behaviour.

A few children, at some time during their school education, may require extra support with the management of their behavioural problems and their emotional difficulties, especially if they have social, emotional or mental health needs, have SEND and/or an EHCP for conditions such as ASD or ADHD.

*Please refer to our separate section on Behaviour and SEND and our graduated response should the whole school behaviour system be not improving a child's behaviour choices or if behaviours become more challenging.*

## **Behaviour on Educational Visits**

We expect the same standards of behaviour off site as we do at school and the behaviour policy and principles apply to educational visits as well. The visit leader for each educational visit will clarify any specific

behaviour expectations with the children prior to the visit taking place in line with the visit risk assessment process.

### **Use of reasonable force**

The school follows the Department for Education's guidance on restrictive interventions, including use of reasonable force and will be used should we be concerned for a child's safety or that of other staff or pupils. We have some staff members who have restraint training if this is required, but all members of school staff have the legal power to use reasonable force. This includes teaching staff on permanent and fixed term contracts and learning support assistants. Should a restrictive intervention be needed, this will be recorded and parents informed, as set out in our Restrictive Interventions policy.

### **Exclusions**

We follow national statutory guidelines on exclusions provided by the Department for Education and if a child is at risk of exclusion we consult with the Local Authority Exclusions and Re-integration Team.

As the national guidance states, a decision to exclude a child is based only on disciplinary grounds and we would always seek advice from Bucks Exclusions and Reintegration team.

Each incident will be reviewed on a case by case basis; and depending on the incident and the behaviours, then an internal exclusion may be considered in the first instance (this is where the children is not taught in the class for a short period of time to reflect). Should this not be deemed appropriate, then a fixed term external exclusion of up to 5 days and no more than 45 days per term would be given and parents informed of the reasons for this and the length of the fixed term. If the child has SEND they would also be made aware of the reasonable adjustments in place. A permanent exclusion is very much a last resort due to a serious breach (one off) or persistent breaches of the school behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the child themselves, or other children or adults in the school.

### **Internal exclusions**

The duration of this will be dependent on the original behaviour and also how they behave during the internal exclusion. Parents will be informed of an internal exclusion and the child will be provided work and be supervised in this time. Internal exclusions take place in school, yet away from the child's usual class. They may have this time in a quiet room and be supervised or they may have this time in another classroom or different year group. Internal exclusions will be used in the first instance to deal with negative behaviours, unless it is felt that the behaviour demonstrated is more serious and warrants a fixed term or permanent exclusion.

An internal exclusion is seen as a short temporary sanction to nip any negative behaviours in the bud and provide reflection time for an individual and a restorative conversation. If there is a repeated need for internal exclusions, then a Behaviour Improvement Plan would be put into place as part of a graduated response as well as other factors also being considered. The decision for an internal exclusion is made by the Headteacher or a member of the senior leadership team.

### **Fixed term exclusions (FTE)**

Examples of reasons for a fixed term exclusion may include the following, yet it is not an exhaustive list.

- Persistent disruptive behaviour
- Behaviour that seriously compromises health and safety
- Behaviour that seriously compromises good order and discipline
- Behaviour that seriously compromises the authority of staff

- Behaviour that seriously compromises other pupil's learning
- Serious or repeated cases of bullying
- Repeated abuse of policies on mobile devices, use of the internet.

The length of the FTE will depend on factors such as the nature of the incident, the levels of behaviours shown and/or if time is needed to implement strategies or hold a multi-agency meeting to allow a successful reintegration of that child back into school.

The school will provide work for the child for the period of their exclusion.

For any child whose FTE exceed more than 5 days in a term, then the Headteacher will also inform the school Governing Body. The school will then work with parents and other agencies to support a successful reintegration into school following a fixed term exclusion, with a Behaviour Improvement Plan, a risk assessment and pastoral support. Referrals to other agencies will also be considered, according to the needs of the child and their context.

Only the Head Teacher is able to authorise a fixed term exclusion.

### **Permanent exclusions (PEX)**

As a school, we recognise the DFE's guidance and we fully accept that a permanent exclusion is a last resort. We also accept that it is a serious decision. We have to accept that due to levels of resourcing and in being a mainstream school, there may be an occasion when despite all efforts and reasonable adjustments that the decision to PEX is the last resort.

We would only make the decision to PEX if the Headteacher believed that there had been a serious breach (one off) or persistent breaches of the school's behaviour policy and also if the child remaining at the school would seriously harm the education or welfare of said child or that of other children or adults.

Examples of this may include (yet it is not an exhaustive list)

- Multiple FTEs for which no improvement in persistent disruptive behaviours (including bullying and racism) has been seen despite reasonable adjustments and interventions/support and/or behaviour continues to escalate or continue
- Actual or threatened assaults on pupils or staff, where serious harm includes a physical injury or seriously affects mental well being of staff or pupils
- Serious and significant damage to property that results in items needing to be repaired and replaced
- Carrying an offensive weapon or having an illegal item in school
- Criminal activity

In the unlikely event that a child does abscond from school, our policy is not to run after the child as this could increase the risk of harm to themselves. We will contact the police and parents immediately to support the safe return of the child.

### **Allegations against a member of staff**

Any allegation against a member of staff would be dealt with through the Dealing with Allegations of Abuse against Teachers and other staff policy and guidance. If a child was found to have made a malicious accusation against a member of staff then a meeting would be held to ensure the child understood the consequences of their action and support provided for both the child and member of staff to reconcile differences. It is recognised that some children may require additional support to understand the severity of their actions.

**This policy will be reviewed annually at the beginning of each new academic year.**

***Behaviour and SEND- a graduated response for children who have SEN and/or may require additional support.***

For a small minority of children, the whole school behaviour system may not be suitable to improve their behaviours. In most cases, a graduated response will apply, although each situation will be dealt with on a case by case basis as some incidents may require a more escalated response.

***How do we identify pupils who may need additional support with improving their behaviours?***

This may come from a variety of sources:

- Analysis and investigation of white form incidents
- Observations
- Teacher or teaching assistant feedback
- Parental feedback
- Knowing if a child has SEMH or ASD that can mean their needs lead to more challenging behaviours
- A safeguarding concern

For children who are not SEND, yet whose behaviours are a concern; the following additional measures may be put in place in the first instance: (please note this is not an exhaustive list)

- Bespoke behavioural reward systems, linked to the child's individual behaviour targets
- More immediate sanctions established (e.g. loss of playtime or lunchtime)
- Home/school communication set up
- Targets set for desired positive behaviours
- Welfare check-ins with pastoral TA and restorative conversations
- Look at potential causal factors and address those.

These are short term measures (usually 2- 3 weeks) and are then reviewed with parents. If behaviours improve, then the child reverts to being managed via the whole school behaviour system.

***What if behaviours do not improve or are more challenging or the child as SEMH and/or ASD?***

If behaviours do not improve we will start a more bespoke Behaviour Improvement Plan for the child or if they have SEMH/ASD then we will also start this process alongside their School Support Plan (SSP). We will use a graduated response relevant to their primary SEND need, using the assess, plan, do and review cycle as well as updating risk assessments and sharing these with the whole school team.

We will write the Behaviour Improvement Plan (BIP) with the team working with the child and this will also involve the child, if able, and their parents. We will also complete a risk assessment.

We will start to work with other agencies according to the child such as CAMHS, EP, OT, School Nurse, LA SEN team (if SEN) and Bucks PRU/Play Therapy and therapeutic curriculum offers.

From referring to appropriate agencies, we will look at reasonable adjustments that could be made in our setting with the resources available to us. This could include (although is not an exhaustive list):

- 1:1 adult support
- Now and next charts
- When and then charts
- Time out room
- Brain breaks or physical breaks
- Chunked work
- Calming activities
- Regulation and de-escalation strategies

- Behaviour tracking grids to spot trends and patterns
- Move to a bespoke, therapeutic curriculum
- Access to pastoral support programmes in school
- Use of diagnostic tools (such as Boxhall Profile and Strengths Development Questionnaire)

These BIPS are regularly reviewed and shared with parents.

If behaviours still do not improve or escalate, then we will call a multi-agency meeting to ensure professionals working with the child can support school and parents. We would also approach the PRU for support and seek advice from Bucks LA Exclusions and Re-integration Team. We will seek advice from SEND support for any child with an EHCP and the virtual school for Looked After Children. We will also move to a more detailed 'Foreseeable Risk Assessment' approach and communicate to all persons working with the child.

It is always our intention to avoid having to apply exclusions to a child, especially if they have SEND/EHCP or are Looked After; however there may be occasions when despite the reasonable adjustments, use of de-escalation strategies, the BIP and risk assessments in place, an incident arises that causes physical or emotional harm to other adults or children, that significantly damages property and/or puts the safety of themselves or others at risk, then the Headteacher reserves the right to exclude the child from school, either on a fixed term basis or for serious incident or repeated disruptive behaviours as a permanent exclusion.

Whilst the interests of the needs of the child are paramount, the school also has to balance this with protecting the health and safety of its staff in accordance with the Health and Safety Act 1974.

In the event of repeated fixed term exclusions, the school will escalate to another multi-agency meeting, liaise with parents and seek further advice from local authority Exclusions and SEND teams and also look to see what other options are available in a suitable timely manner (e.g. managed move/full time PRU place/special school application if parents agree)

Permanent exclusions are a last resort and will only occur when the Headteacher believes that a serious breach or repeated breaches of the behaviour policy has occurred and if the safety, education and welfare of others in the school is at risk should the child remain in school.

## **Behaviour Policy Appendices:**

Appendix 1 – PROUD Principles

Appendix 2 – Learning Behaviour Pyramids

Appendix 3 – Stepped Sanction Classroom Visual

Appendix 4 – Outdoor Stepped Sanction Classroom Visual

Appendix 5 - A4 on a page behaviour policy

Appendix 6 – At High Ash we...

Appendix 7 – Restorative Conversation Visuals

Appendix 8 – White Form Reporting Sheet (Behaviour Incident Forms)

Appendix 9 – Behaviour Improvement Plan Example

Appendix 10 – Risk Assessment Example

Appendix 11 – Exclusion Monitoring Process

## Appendix 1:

# OUR PROUD PRINCIPLES

We are **PROUD** to be High Ash Stars and as a Church School, our PROUD principles underpin all we do in order to '**Grow Together Shine Forever**' and provide the basis of the behaviours that we wish to be our light shining out to others.

We aim to be:

P - Polite

R - Respectful

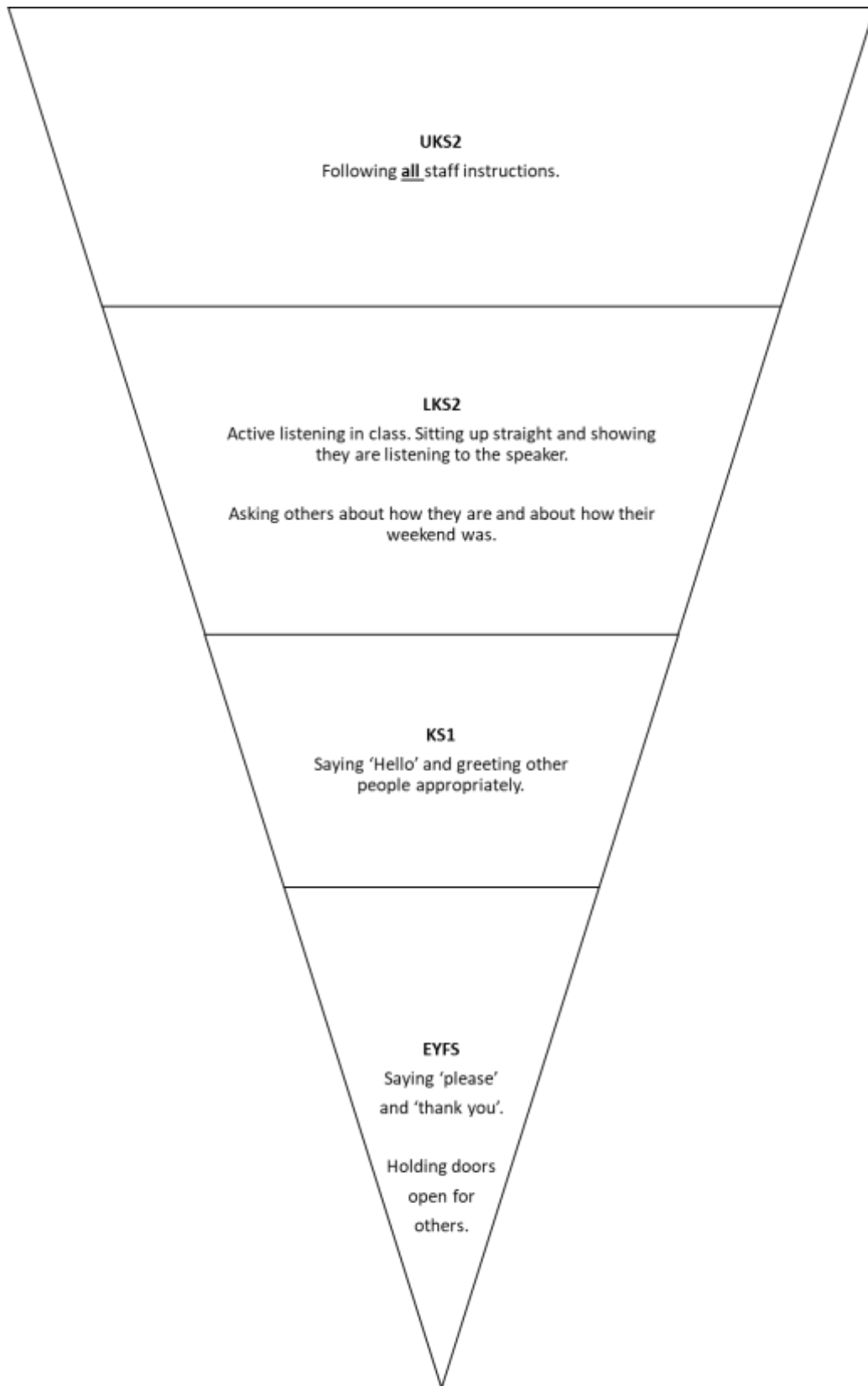
O - Ownership of our choices

U - Understand the feelings of others

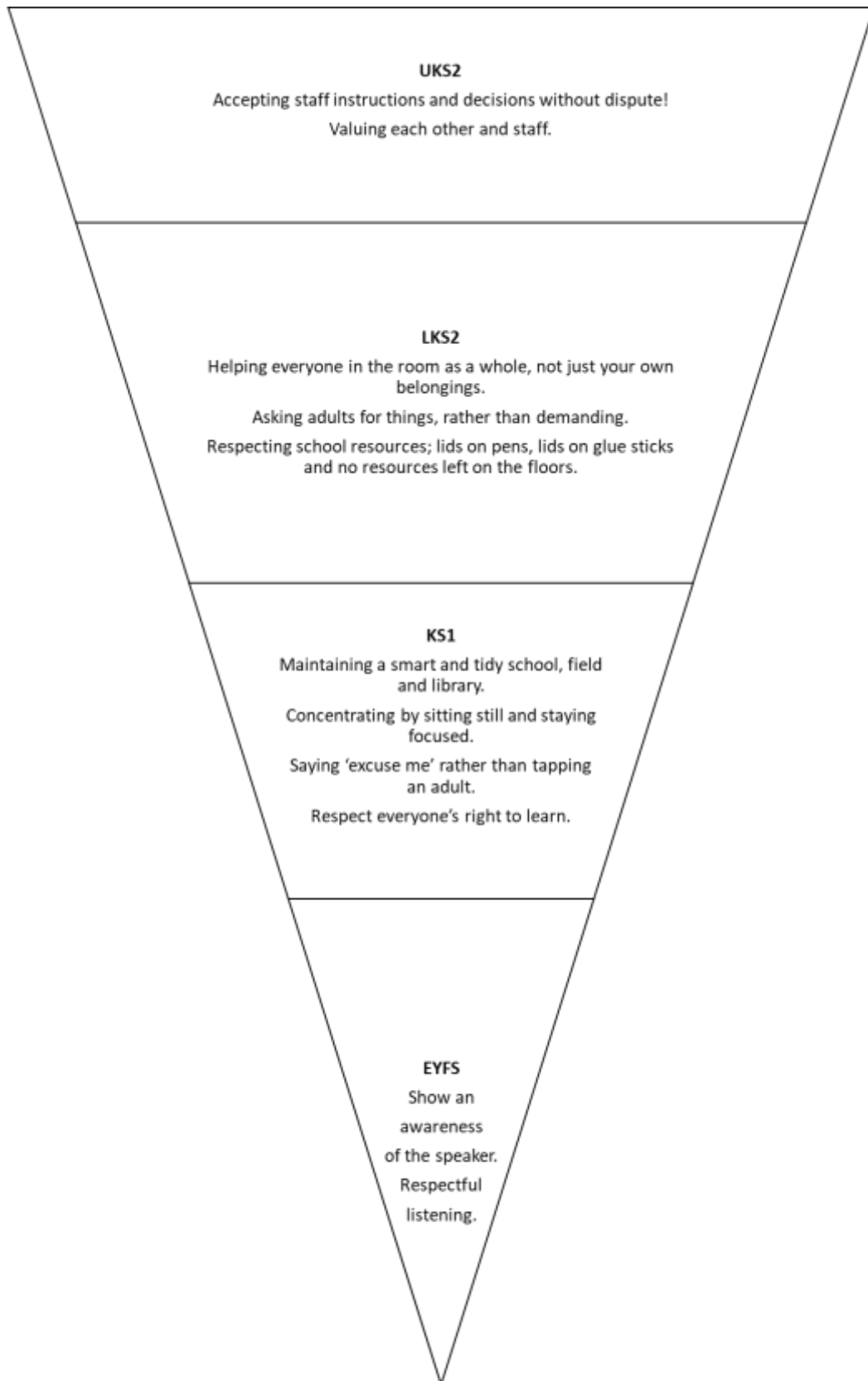
D - Determined to improve

Appendix 2 - Learning Behaviour Pyramids:

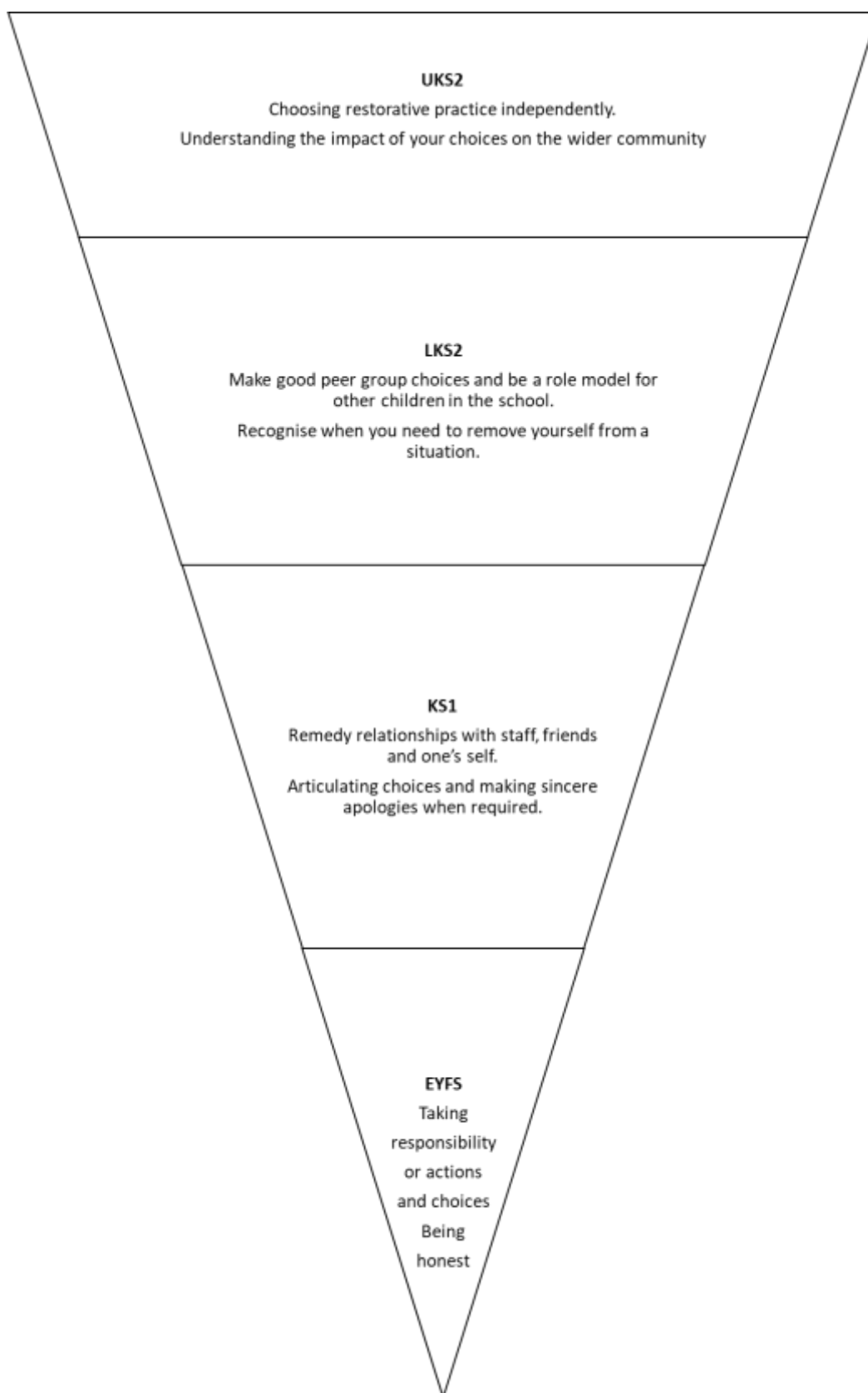
## Polite



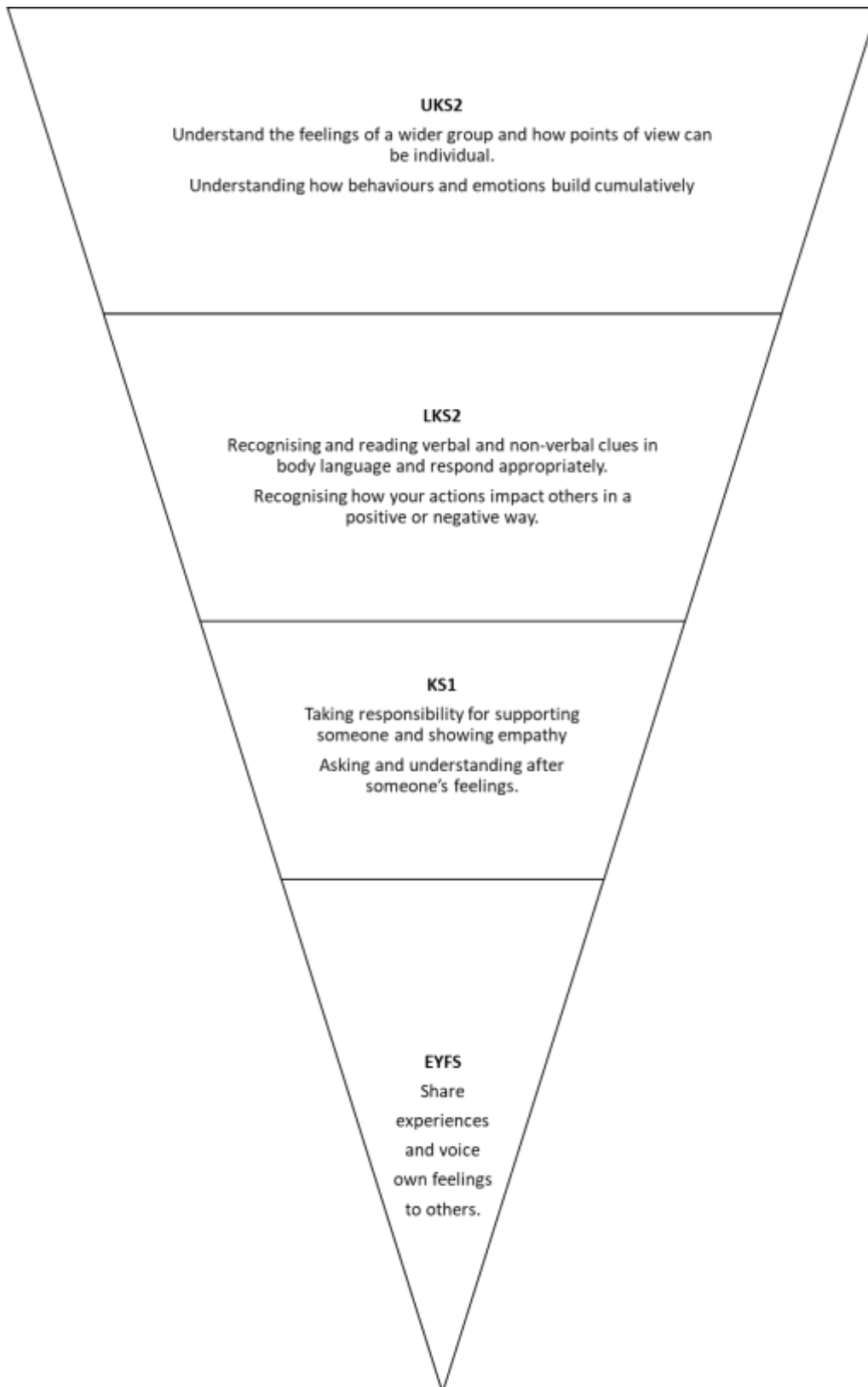
# Respectful



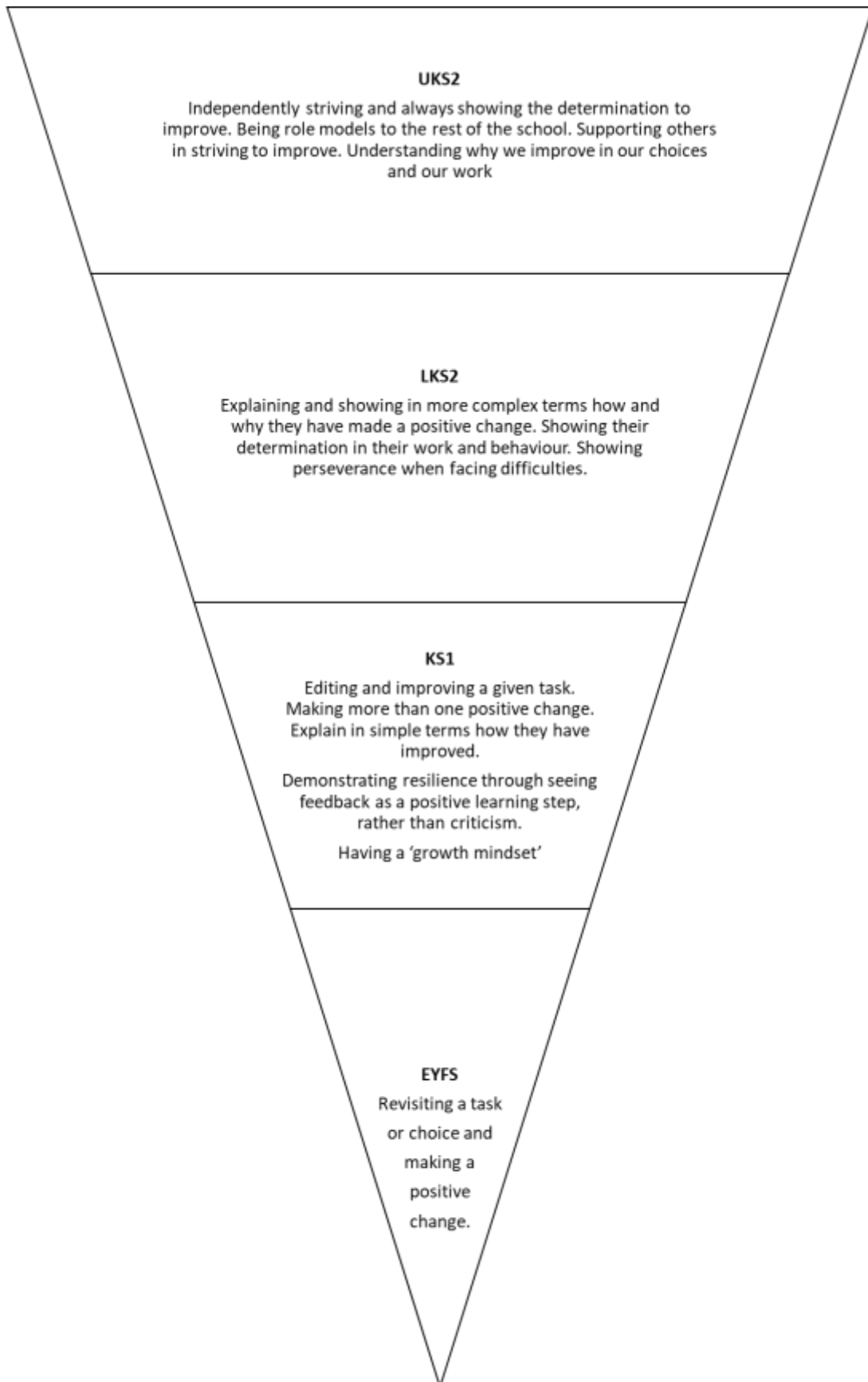
## Ownership of our choices



## Understanding the feelings of Others



## Determination to improve



# Grow Together Shine Forever



## Indoor Stepped Sanctions at High Ash School

### Step 1 – Positive Reminder

"1 – I need you to \_\_\_\_\_. Thank you!"



### Step 2 – Warning

"2 – This is your warning. I need you to \_\_\_\_\_. Thank you!"



### Step 3 – Time Out

"3 – I need you to take 5 minutes of time out in \_\_\_\_\_ class because you have \_\_\_\_\_. Thank you."



Step 4 – Conversation with Phase Leader and Phone Call Home.



Step 5 – Conversation with a member of SLT and a Phone Call Home.



Step 6 – Internal Exclusion and Phone Call Home

Any physical, racist or swearing incidents, go straight to Step 4.

**P**olite

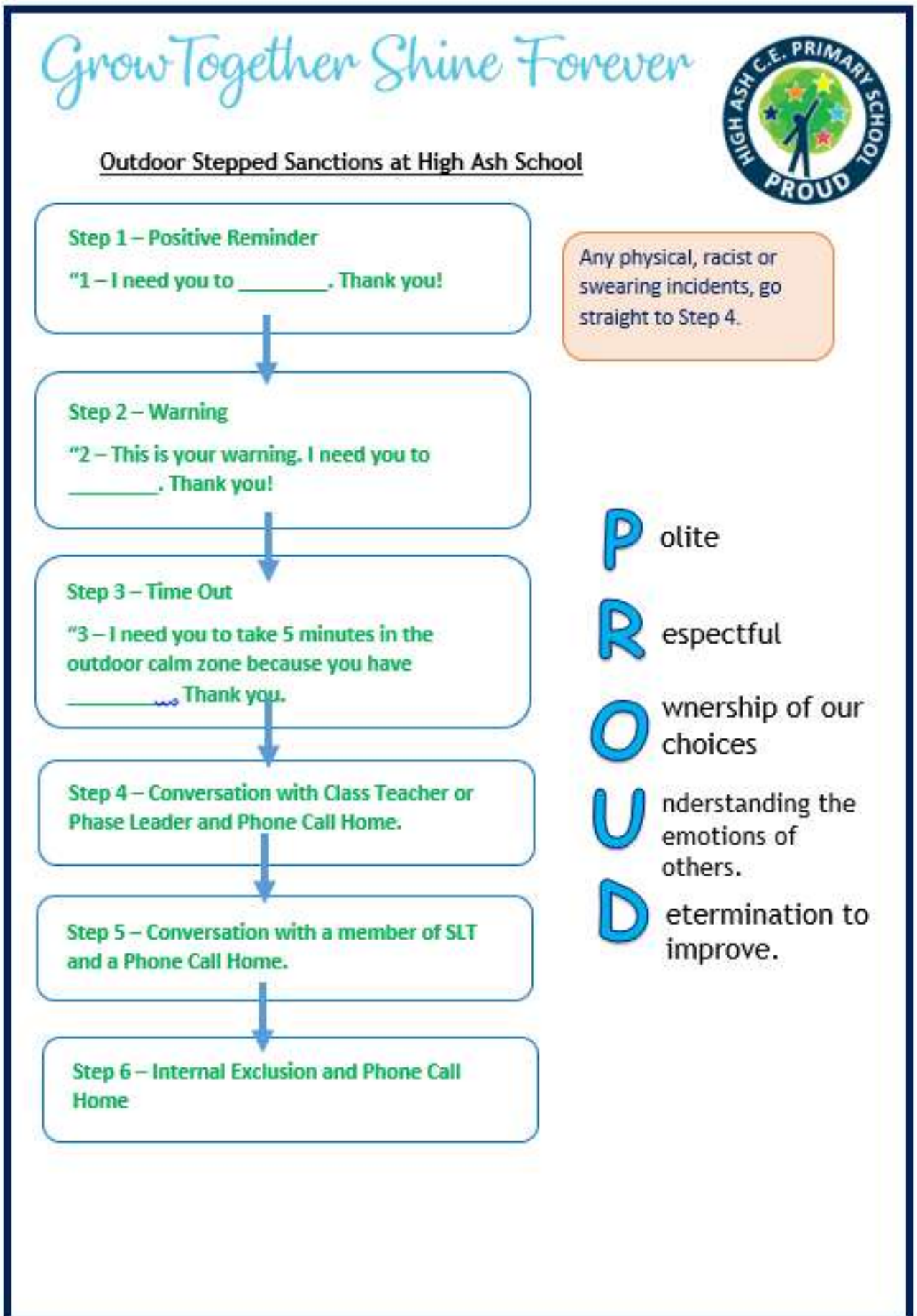
**R**espectful

**O**wnership of our choices

**U**nderstanding the emotions of others.

**D**etermination to improve.

Appendix 4 – Outdoor Stepped Sanction Visual



# Grow Together Shine Forever



## Behaviour at High Ash School

At High Ash, our expected standards of behaviour are outlined through our school's PROUD principles. These are underpinned by our Christian vision of 'letting your light shine' The children follow lessons from the Good Samaritan where the children learn to challenge inequality and stereotypes.

**P**olite

**R**espectful

**O**wnership of our choices

**U**nderstanding the emotions of others.

**D**etermination to improve.

## Relentless Routines

- Legendary Lining Up
- Fantastic Walking
- Respectful Listening
- Hands up for quiet
- Tidy Champions
- Corridor Champions

When we follow the school's PROUD principles, we can earn rewards:

## Rewards:

- Merits for going 'above and beyond'.
- House points.
- Star Award
- Good Samaritan Award

*'Let Your Light Shine' Matthew 5:16*



## Grow Together Shine Forever

Remember at High Ash School we:

Show fantastic walking	We walk through the school silently and sensibly and keep in single file
Legendary lining up	We line up as soon as we hear the bell or asked to We line up in single file and stay in our place in the line when walking We face the front We line up and walk in quietly using our whisper voices only We use the path to walk on
Respectful listening	Put our hands down when an adult or child is talking Give eye contact to the adult or child who is talking Only one person talks at a time
Tidy Champions	We lift and tuck in our chairs in class and in the ICT suite We pick up stationery off the floor, whomever it belongs to We put all rubbish in the bin We put things back in the right place and take care of them We keep our pencil cases in our trays and our water bottles on the side
Hands up for quiet	We will stop talking when the teacher raises their hand and we will raise our hand to show we are ready to listen
Hands up to request	We will put our hands up if we wish to say something or do something and then wait until an adult asks us
Corridor Champions	We close our locker doors We walk in the corridors and use quiet voices at our lockers We keep our jumpers in our trays We do not wear our jumpers round our waist or over our shoulders

'Let Your Light Shine' Matthew 5:16

# Grow Together Shine Forever



## Restorative Conversations:

### Victim:

- What happened?
- How did it make you feel?
- What are you thinking or feeling now?
- What do you need to happen next?
- What needs to happen to make things right?

### Perpetrator:

- What happened?
- What were you thinking or feeling at the time?
- What are you thinking or feeling now?
- Who's been affected by what happened and how?
- What do they need to happen now?
- What needs to happen to make things right?



### **Active listening**

Fully concentrating on what is being said rather than passively 'hearing' the message of the speaker.



### **Restorative questions**

Explore everyone's thoughts and feelings and take an incident from the past/present towards a future solution.



### **Behaviour as communication**

What is a pupil's behaviour telling us about their thoughts and feelings at any given time?



Child's Voice
Understanding of child of incident (especially if SEN)
Restorative steps taken:
Update to SEN or <del>Behaviour</del> Plan if needed or applicable:

Incident log updated Sept 22

**Appendix 9 - Individual Behaviour Improvement Plan Template**

**Behaviour Plan**

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>	<b>Review date:</b>
<b>Potential triggers / Key themes</b>			

<b>What we want to see</b>	<b>Strategies to maintain:</b>
<b>First signs that things are not going well</b>	<b>Strategies to support</b>
<b>Where this behaviour leads next</b>	<b>Strategies needed:</b>
<b>What we are trying to avoid</b>	<b>Interventions necessary:</b>

Signature of school ..... Date .....

Signature of Parent / Carer ..... Date.....

## Appendix 10: Exclusion monitoring process

### School Procedure - checklist to monitor suspension/permanent exclusion process

Pupil Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Name of School: \_\_\_\_\_  
 Ethnic Origin: \_\_\_\_\_ Gender: \_\_\_\_\_ Authority: \_\_\_\_\_  
 Unique Pupil Number: \_\_\_\_\_ SEN: \_\_\_\_\_ Reason: \_\_\_\_\_

Child Looked After: YES/NO CP Plan: YES/NO CIN: YES/NO (If yes to any of these, inform Social Care)

PROCEDURE	TIMELINE	KEY DATES		PUPIL STATUS	COMMENTS
		ACTUAL	END		
a) Headteacher notifies parents, Governing Board, LA, Social Worker and VSH (if CLA) b) Complete and return the Fair Access Board 'Information Sharing Proforma/Risk Assessment' form, when received from the LA with acknowledgement letter	On day of suspension/permanent exclusion by phone or face-to-face. Followed with a letter - sent by end of school day.			On roll out of school	
c) School work set for days 1 - 5. Full-time provision arranged from day 6 (this cannot be a continuation of work sent home)	From day 1, Alternative Provision is ideally sought for a pupil with a social worker or LAC			On roll out of school (E code on registration certificate)	
d) Governing Board panel meeting	Suspension up to 5 days in a term – Meeting not required  Suspension 5% - 15 days in a term – At parents' request no later than 50 school days after exclusion  Suspension 15% - 45 days in a term – required no later than 15 school days after exclusion  Exclusion Permanent – required no later than 15 school days after exclusion			On roll out of school (D code from 6 <sup>th</sup> day when in provision. If no provision in place continue with E code)	
e) Governing Board notifies parent/s, Headteacher and the LA, Social Worker and VSH (if LAC) whether reinstatement has or has not been offered	Without delay			On roll out of school (as above) or On roll in school if reinstated	
f) LA writes to parents, Headteacher confirming Governing Board panel decision and right of appeal where appropriate	Without delay			On roll out of school (D code if in provision)	
g) Parents notify LA/Academy, in writing, that they do not intend to appeal, or expiry of time	Review period 15 school days after the day on which notice was given. Where notice sent by first class post, it is treated as having been given on			Pupil off roll once notified to do so by E&R Team	
allowed for lodging request for a review.	the second working day after it was posted.				